Calls for Manuscripts

Editors’ Note: All incoming manuscripts must be submitted through Editorial Manager at www.editorialmanager.com/langarts/default.asp. Identify the issue for which you are submitting in the Editorial Manager “Comments” section. For additional calls, please see http://www.ncte.org/journals/la/call.

November 2017

Viewpoints and Visions
For this unthemed issue, we invite manuscript submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today’s readers of Language Arts? See www.ncte.org/journals/la/call for more information about submitting to our unthemed issues. Submission deadline: November 15, 2016

January 2018

It’s Primary: Literacy Learning in the Early Years
Educators often shoulder immense pressure from numerous forces in regard to supporting young children’s early literacy learning (PreK through Grade 3). Parents, politicians, and other stakeholders recognize the importance of the early grades in laying a solid literacy foundation for later success in schooling and life. In this issue we invite articles that focus on innovative language arts practices taking place in early childhood settings in and out of school. Some of the many questions that can be explored in this issue are: How can out of school settings like museums, libraries, and community centers support language arts learning for young children? What types of children’s literature (e.g., wordless, alphabet, transitional chapter books, nonfiction) best support early literacy development? How are children being encouraged to explore the craft of picturebook authors and illustrators—such as Laura Vaccaro Seeger, Donald Crews, Wong Herbert Yee, and Yuyi Morales—whose work is aimed at young readers? How are technological advances and social media (e.g., iPads and Twitter) impacting and reshaping language arts instruction for young children? For instance, how might preschoolers or kindergarteners use iPads or various apps to read and compose? How are long held literacy practices such as reading aloud, shared reading, and word study (and even assessment of these practices) evolving in our digital age? How can families and educators collaborate to support young children’s growth in the language arts? Join us in putting together a collection of articles about young children and language arts learning that will push and challenge our thinking. Submission deadline: January 15, 2017

March 2018

Reimagining Writers and Writing
In this issue, we seek Feature Article and Perspectives on Practice submissions that provide vivid portraits of young people writing. How are young people charting new territory and reaching new audiences as writers, multimodal composers, and bricoleurs, seeking inspiration from the world around them, and drawing on all the tools, modes, and platforms at their disposal? We also seek insights into the teaching of writing. What do we know about promising instructional strategies that promote critical, creative, argumentative, and analytical writing? Within this rapidly evolving landscape of digital writing, we also recognize seismic shifts in how we define, experience, and research writing. How do new technologies, social media, and multimedia platforms shape how young people participate in writing events? How are definitions of writing workshop, the writing process, and writing assessment shifting in response to these new practices and understandings? Please join us in crafting an issue that expands our understandings and helps us reimagine writers and writing. Submission deadline: March 15, 2017